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ABSTRACT

The purpose of the Fresh Start Minischool (FSMS) was to provide instruction to students entering high school with deficient mathematics and reading skills. Students worked at their own pace on sequenced learning tasks in social studies, mathematics, communication, and science. Additional program components included counseling and staff development. The program evaluation was carried out through a comparison of the academic achievement and self-esteem of FSMS students and a non-participating control group measured with standardized tests. Findings indicated that FSMS students demonstrated greater gains in achievement and a greater mean self-esteem score than the control group. Tables of data are appended. (MK)

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# DISTRICT OF COLUMBIA PUBLIC SCHOOLS

# THE FRESH START MINISCHOOL

## E. S. E. A. TITLE IV-C

## Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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**FEBRUARY 1981**

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

# THE FRESH START MINISCHOOL

Final Report

1979-80

Prepared by
Division of Research, Planning and Evaluation

1979-80

FRESH START MINISCHOOL

Patricia Harrison, Project Director

GRANTS ADMINISTRATION BRANCH
DIVISION OF PROGRAM DEVELOPMENT

| | |
|---|---|
| Sara Himes | ESEA Title IV Coordinator |
| Bernice Tillett | Title IV, Part C Coordinator |

DIVISION OF RESEARCH, PLANNING AND EVALUATION

| | |
|---|---|
| Mildred P. Cooper | Assistant Superintendent |
| June Bland | Assistant for Evaluation |

TITLE IV-PART C EVALUATION UNIT

| | |
|---|---|
| Marcia McBeath | Director |
| Leslie Smart | Education Research Assistant |
| Mark Arenas | Research Assistant |
| Virginia Wise | Administrative Clerk |

TABLE OF CONTENTS


| | Page |
|---|---|
| SUMMARY AND FINDINGS | v |
| Chapter | |
| I. BACKGROUND AND PROJECT OBJECTIVES | 1 |
| Introduction | 1 |
| Purpose | 1 |
| Need | 1 |
| History | 1 |
| Description of the Project | 1 |
| Target Population | 1 |
| Staffing | 1 |
| Characteristics of the Fresh Start Approach | 2 |
| Core Areas | 2 |
| Self-Esteem | 2 |
| Staff Development | 2 |
| Stated Objectives | 2 |
| II. EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING, AND IMPLEMENTATION (PMI) EVALUATION MODEL FOR DECISION MAKING | 4 |
| III. RESULTS | 5 |
| Objective A | 6 |
| Objective B | 14 |
| Objective C | 20 |
| Objective D | 26 |

TABLE OF CONTENTS (continued)

Page

IV. APPENDIXES

A. Selection Design ..... 31

B. Evaluation Model Schematic ..... 33

C. Comparison of FSMS and Regular Program by Project Teachers ..... 35

D. CTBS Results for FSMS and Control Group Students Who Took Both Pre and Posttests ..... 37

E. CTBS Results for FSMS and Control Group Students Who Took the Posttest in the Spring of 1980 ..... 39

F. Everyday Skills Test Results for FSMS and Control Group Students Who Took Both Pre and Posttests ..... 41

G. Mean Pretest Scores on the EST of Control Group Students Who Stayed in School and Those Who Dropped Out ..... 43

H. Students from FSMS and Control Groups Still st Ballou at the End of One and of Two Years ..... 45

I. Self-Esteem of the Control Group Sample, Spring, 1979 and the FSMS Samples, Spring, 1979 and 1980, as Measured by the Self-Esteem Inventory ..... 47

J. Report from Instructor of Parent Training Class on Survey of Non-Attendance ..... 49

# SUMMARY AND FINDINGS

## Title

Fresh Start Mini School (FSMS)

## Project Director

Patricia Harrison

## Location

Frank Ballou High School

## Target Population

High school students identified as having the fewest areas of basic math and reading skill mastery.

## Background

Some students were entering Ballou High School with math and reading deficiencies that made success and staying in school unlikely possibilities. With input from a planning committee composed of the Ballou community, FSMS began providing intensive individualized skill instruction to such "at risk" students.

## Description of Project

The Fresh Start approach is characterized by individualized instruction in four core academic areas. Students proceed at their own pace and acquire skills according to sequenced hierarchies of learning tasks. Teachers emphasize a "no fail" philosophy and focus on student self-esteem and motivation as two of their primary concerns. Teachers also participate in staff development workshops designed to train them to work effectively with low achieving students.

## Stated Objective

1. Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

2. Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-Like attitudinal scale administered in September and May.

3. Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre and post questionnaire based upon the content of the instruction, and by a log kept by the parents.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

Findings

1. FSMS students showed an average gain of four months on the CTBS during the seven month period between the pretest and the posttest.

2. FSMS students demonstrated significant gains over control students on the CTBS.

3. FSMS students demonstrated a greater mean pre-post difference (gain) than control group students on the Everyday Skills Test. Although in three out of four standardized sub-scores those control group students who stayed in school had higher pretest grade equivalent scores than the FSMS group, the FSMS group ended up with higher mean scores than the control group on three out of the four sub scores.

4. Control group students who stayed in school had significantly higher pretest scores than those who later dropped out. With such a large group dropping out, those control group students who stayed in school were apt to be at the upper end of their curve, while the larger FSMS group covered the span, making posttest score comparison biased in favor of the control group.

5. The dropout was affected in that of the original 125 students in each group, FSMS had 106 (84.8%) and control had 64 (51.2%) at the end of the year, with the difference significant at the .001 level.

6. On the Self-Esteem Inventory, the standardization sample raw score mean was 34.1, while the FSMS mean was 37.1 with the difference significant at the .001 level. Last year, the difference was also significant (at the .05 level) while the control group did not differ from the standardization sample.

7. Although extreme efforts were made to involve the parents in training groups, the response was minimum. The project director and counselor had more success working with parents individually as crises or opportunities arose.

8. The text books ordered for St. Anthony High School did not arrive on time for their participation in the project.

## BACKGROUND AND PROJECT OBJECTIVES

### Introduction

Purpose - The purpose of the FRESH START MINISCHOOL (FSMS) is to provide skill instruction appropriate to each learner in a special environment planned to maximize the possibilities of success in high school..

Need - The need for this program was based on data indicating severe deficiencies in math and reading scores of students entering Frank Ballou High School from its feeder schools. Since Ballou had no comprehensive program to deal with this problem many students would fail the high school subjects and drop out of school.

History - The needs assessment process included the formation of a planning committee made up of teachers, administrators, parents and students from the Ballou community. During the 1977-78 school year, the planning committee polled the faculty for their interests and attitudes toward the proposed project. The input from the survey was useful in the operational planning for the project which was implemented during 1978-79 school year followed by a four week summer session. The 1979-80 school year represented a continuation of the project which featured procedural and curriculum refinements and the four week summer session. Also, during the 1979-80 year a non-public school, St. Anthony High School, joined the project.

### Description of the Project

Target Population - The procedure for selecting students to participate in the project began with a screening of ninth grade students from Ballou's feeder schools. This process included examination of the Prescriptive Math Test and Prescriptive Reading Test (PMT/PRT) scores and recommendations from feeder schools' counselors, English and mathematics teachers. From the identified group of students with the fewest areas of skills mastery, 125 were randomly selected to form the Fresh Start Minischool (FSMS) group and 125 to form the control group. (See Appendix A for complete selection design.) The FSMS students were assigned to groups of approximately 25 students per class. As a result of attrition during the first year of the project a second experimental group of 25 sophomores was added during the 1979-80 year.

Staffing - The classes are staffed by seven teachers who had actively shown an interest in the project during the planning stages. Six of the teachers teach regular Ballou High School classes as well as FSMS classes. One teacher is assigned full time to the project. Funds were allocated for a counselor to work with the group part time but one was not hired until March. The project also has a full time director who is responsible for overall planning and management of the Minischool program.

Supplementing the staff this year is a teacher aide who is a parent of a project student.

## Characteristics of the Fresh Start Approach

Core Areas - FSMS curriculum consists of four core areas: Social Studies; Mathematics; Communications; Science. In the instructional phase, students begin at their own level and then proceed at their own pace according to sequenced hierarchies of learning tasks. Skills acquired in every class are consistently reinforced until the skills are mastered. A no-fail concept emphasized continuous progress toward completion of objectives. The students work on individual objectives until the criteria for successful attainment have been met. Continuous assessment allows for measurement of progress toward objectives which teachers record and maintain in individual folders for each student. The system is explained to students and to their parents.

Self-Esteem - Student motivation is encouraged through high interest/low level adaptation of skill activities such as computer math and instructional games. These help to foster self-esteem. Group dynamics sessions with two trained counselors are held once a month.

Additional experiences to help students develop more positive attitudes about themselves and toward school are a planned part of the FSMS program. Students have had the opportunity to participate in outside activities such as sports and drama.

Also available for the purpose of positive attitude development are counseling support services for both students and parents, provided by the counselor and the project director.

Staff Development - During the first year of the project, teachers received training in such areas as Transactional Analysis, diagnosis and correction of reading and mathematics disabilities, and curriculum development for the underachiever. This year they had refresher discussions and follow-up training.

During the summer, teachers developed the specified curriculum for the 11th graders.

## Stated Objectives

1. Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

2. Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

3. Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre and post questionnaire based upon the content of the instruction, and by a log kept by the parents.

## EXTERNAL EVALUATION DESIGN

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analyses/conclusions/implications for each objective. (See Appendix B.)

# RESULTS

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

THE FRESH START MINISCHOOL PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instrument.

INPUTS

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Four core areas: Social Studies, Science, Communications, Mathematics | Agreement | 1. The four core areas were set up for the FSMS students. |
| 2. Core area materials appropriate to learner level | Agreement | 2. Materials were appropriate to learner level. |
| 3. Pupil-teacher ratio of 25 to 1 | Discrepancy | 3. Most classes had 25:1 or less, but two had 27:1. |
| 4. Computer facilities | Agreement | 4. Computer facilities were available. |
| 5. Four classes out of a flexible five period schedule | Discrepancy | 5. Students had four core classes out of a seven period schedule. |
| 6. A no-fail concept | Agreement | 6. A no-fail concept was in effect. |
| 7. Curriculum beginning with a high interest, low level adaption of skills generally learned in elementary school | Agreement | 7. High interest, low level skills were presented. |
| 8. Curriculum including high school content | Agreement | 8. Much of the curriculum was correlated with the CBC guide. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. During the summer, teachers will develop curriculum for eleventh graders, based on the CBC Scope and Sequence and Region I Objectives. | Agreement | 1. Teachers developed the specified curriculum for the 11th graders during the summer. |
| 2. During the summer, students most deficient in skills and those nearing completion of their tenth grade course requirement will be given the opportunity to attend four weeks of summer school. | Agreement | 2. The summer school was held with instruction in the areas of English (with a heavy emphasis on reading) and mathematics. |
| 3. Fresh Start Minischool procedures will continue throughout the school year. | Agreement | 3. Fresh Start Minischool procedures were in effect continually. These often differed from regular school procedures, as shown by responses to a questionnaire. (See Appendix C). |
| 4. Teachers will chart continuous progress toward completion of objectives. | Agreement | 4. All teachers kept records in their roll books and all students had folders. The charts were to enable students to see at a glance how far they needed to go to complete an objective. Most of the teachers did the charting all year. Some, however, began later. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 5. Students will proceed at their own pace according to sequenced hierarchies of learning tasks. | Agreement | 5. Students proceeded at their own pace. The sequenced hierarchies were described on the report cards. |
| 6. Students will work on individual objectives until criteria for successful attainment have been met. | Agreement | 6. Students worked on their individual criteria through successful attainment. |
| 7. Teachers will carry out continuous assessment. | Agreement | 7. Teachers carried out continuous assessment. |
| 8. Teachers will coordinate with each other to reinforce the same skills. | Agreement | 8. At the beginning of the year, teachers were to send vocabulary words to the English teacher. Later in the year, a decision was made for all teachers to concentrate on four skill areas:<br>1. Getting the main idea<br>2. Finding details<br>3. Distinguishing fact from fiction<br>4. Sequencing. |
| 9. Students will go on field trips and will work on special projects based on individual interests. | Agreement | 9. Students went on field trips and worked on individually chosen projects in Science and Mathematics. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 10. Tests will be scored and analyzed in May. | Agreement | 10. Testing was done as part of the District testing program. |
| 11. Teachers will attend staff development sessions throughout the school year. | Agreement | 11. Staff development sessions were held for the entire staff. Individual teachers attended sessions arranged by the school and region. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

OUTCOMES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. The FSMS students will demonstrate a mean gain of at least one year on the CTBS in reading and mathematics. | Discrepancy | 1. FSMS students showed an average gain of four months during the seven month period between the pretest and the posttest. (See Appendix D.) |
| 2. The FSMS students will demonstrate a greater gain on the CTBS over the control group, significant at the .05 level. | Agreement | 2. In five of the seven sub tests, the FSMS group showed a gain over the control group, significant at the .01 and the .05 level. The control group sample is small but the CTBS was not required test. (See Appendix E.) |
| 3. The FSMS students will show a mean improvement in at least five skill areas of the ICRT/ICMT. | Discrepancy | 3. Neither the ICTR/ICNT nor the PMT/PRT was given. |
| 4. The FSMS students will show a greater gain than the control group on the sub tests of the Everyday Skills Test, administered to all students in 11/78 and again in 5/80. | Agreement | 4. On the standardized portions of the Everyday Skills Test, the FSMS group showed a mean gain of six months; the control group mean gain was three months. (See Appendix F.) On the criterion referenced parts of the EST the FSMS group showed a raw score gai in reading while the control group showed a greater gain in mathematics. Since only scores of students who too both the pre and posttest were analyz there was apparently an effect of the high control group drop out rate. In comparing the pretest scores of contr |

(continued)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III (continued)

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

| | OUTCOMES | |
|---|---|---|
| INTENDED | MONITORING | OBSERVED |
| 4. The FSMS students will show a greater gain than the control group on the sub tests of the Everyday Skills Test, administered to all students in 11/78 and again in 5/80. | Agreement | 4. students who stayed in school versus those who dropped out, there were significant differences between the groups in two areas. (See Appendix G. With such a large group dropping out (see next section) those control group students who stayed in school were more apt to be at the upper end of their curve, while the larger FSMS group covered the span, making post-test score comparison biased in favor of the control group. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

OBSERVED INPUTS/OBSERVED PROCESSES

Students were scheduled into the four core areas of Social Studies, Science, Communications and Mathematics, with material available appropriate to the learner level. Although the curriculum included high school content, much of it correlated with the CBC guide; teachers began with high interest/low level adaption of skills. The resources and materials were compatible with the processes which are the bases of the FSMS Program.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Students worked at their own pace on individual objectives until criteria for successful attainment had been met. Teachers charted the students' progress toward completion of objectives so that a visual record was available for the students. Teachers coordinated with other teachers to reinforce the same skills such as vocabulary improvement. Students went on field trips and worked on special projects. Teachers attended staff development sessions to increase their proficiency. With the no-fail concept students knew they could repeat objectives until competency levels were reached. This helped them to achieve some of the stated outcomes, and to demonstrate progress in others although gains were not as high as hoped for.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathemetics, thereby increasing student achievement.

Objective: A - Given specific skills instruction in the FSMS integrated curriculum, the students in the experimental group at Ballou will improve their reading and mathematics skills by an average of a year as measured by the Comprehensive Test of Basic Skills and will exhibit a significantly greater gain than students in the control group. In addition, the experimental group will show improvement in at least five skills areas as measured on the PMT/PRT instruments.

## ANALYSES/CONCLUSIONS/IMPLICATIONS

Parts of this objective were not met as stated but discrepancies in inputs and processes do not appear to have had a great effect on the outcomes. The pupil-teacher ratio was close to that intended, and the schedule that occurred was not unusual. Environmental effects not considered in the original plan may have affected pre-post scores. In analyzing the Everyday Skills Test, an instrument with questionable validity and reliability, which had the largest representation of both experimental and control students, it may be seen that on three of the four standardized sub-tests the control group means were higher than the FSMS means on the pretest. The significant difference between control group students who dropped out and those who stayed in imply that there was an unequal match of posttest takers, higher achieving control group students vs. FSMS students with wider ranges of achievement. Even with the handicap the FSMS students scored higher than the control group on three out of four standardized sub-tests, though not significantly higher. Thus, although FSMS gains were lower than anticipated, it has been demonstrated that the program is having a positive effect on the students academically.

## DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

INPUTS

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. A counselor trained to give intensive counseling services. | Discrepancy | 1. The position was filled in March. |
| 2. Available family support services such as a list of referral agencies | Agreement | 2. The Project Director had information on referral resources. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Teachers will have had training in self-awareness and group dynamics. | Agreement | 1. The teachers had formal training last year and have had some refresher discussions this year. |
| 2. Students will be encouraged to attend school regularly. | Agreement | 2. Students were encouraged to attend school through awards for good attendance at assemblies, recognition on McDonald's placemats monthly, and prizes. Records of tardiness were kept and reminders went home. "Sunshine" letters for not being tardy were sent. |
| 3. Students will receive training in group dynamics and interpersonal relationships. | Agreement | 3. Group Dynamic sessions with two trained counselors were held once a month. |
| 4. Students will receive training to improve their self-esteem and their ability to communicate. | Agreement | 4. This occurred during group dynamics, assembly programs, individual counseling sessions, group counseling sessions held by regular school counselor, behavior modification as opposed to punishment, participation in sports and drama, and being featured on McDonald's placemats. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 5. Students will participate in the Living Stage program at the Arena Stage. | Discrepancy | 5. It was not possible to arrange the Living Stage Program this year, but the project developed its own drama program. |
| 6. The counselor will make home visits to provide counseling and support services. | Discrepancy | 6. Until counselor was hired, Project Director and her assistant made home visits. |
| 7. The Project Director will provide crisis counseling and will coordinate family support services. | Agreement | 7. The Project Director helped students get clothes and shoes to wear to school. She referred some families to the Area D Mental Health Center and some to the Social and Rehabilitation Agency for Career Testing. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

OUTCOMES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. FSMS students will demonstrate a statistically significant lower drop out rate than control group students, at the .05 level. | Agreement | 1. Of the original 125 students in each group, FSMS had 106 (84.8%) and control had 64 (51.2%) at the end of the year. The difference is significant at the .001 level. Last year the difference was also significant at the point .01 level. (See Appendix H.) |
| 2. FSMS students will show a statistically significant higher score on the attitude scale than the standardization sample at the .05 level. | Agreement | 2. On the Self-Esteem Inventory, the standardization sample mean was 34.1, while the FSMS mean was 37.1 with the difference significant at the .001 level. Last year, the difference was also significant (at the .05 level), while the control group did not differ from the standardized sample. (See Appendix I.) |

PLANNING, MONITORING, AND IMPLEMENTAION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

OBSERVED INPUTS/OBSERVED PROCESSES

Although the counselor was not hired until March, the project director was able to fulfill some of that role. There was also outside family support available from referral agencies. The Project Director was the main resource in coordinating many of the processes used to help students develop positive attitudes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Attendance was encouraged and reinforced. Students had many opportunities to improve their self-esteem such as through group dynamics sessions, counseling, participation in extra curricular activities, assembly programs and behavior modification as opposed to punishment. These processes appear to have helped in reaching the desired outcomes of keeping students in school and developing more positive attitudes.

PLANNING, MONITORING, AND IMPLEMENTAION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

## ANALYSES/CONCLUSIONS/IMPLICATIONS

The fact that students in the Fresh Start program are staying in school at a significantly greater rate then control group students and that they continue to feel good about school and about themselves, even though the counselor was late in being hired, can be partially credited to the extra work in that area done by the project director before and after the counselor was hired. It can be concluded that such extra encouragement and opportunities to build self-esteem had a positive effect on this objective, which was met.

## DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

INPUTS

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. A course instructor trained to work with parents of low-achieving students | Agreement | 1. Course instructor was contracted. |
| 2. One parent meeting per month | Discrepancy | 2. Parent meetings were set up and three were held but attendance was so poor that the rest of the course was canceled. |
| 3. Materials for parent instruction | Agreement | 3. "Positive Parenting Guide" was the text selected for the course. |
| 4. An adequate place for parent meetings | Agreement | 4. The course was to be held in the student's classroom. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Parents will serve as classroom aides. | Discrepancy | 1. One parent worked as a classroom aide. Budget prevented hiring any more. |
| 2. Parents will receive training in parent effectiveness skills. | Discrepancy | 2. Although various methods including mailed forms were used to contact and encourage parents to come to the training, only three came. A sampling was done by phone to try to determine why parents were not attending. Of 32 phone calls made, 14 parents were contacted. The others either were not home, gave the wrong number or had the phone disconnected. Of the 14, only 3 said they had been notified and 2 showed an interest in participating. The other 11 said they were not available to participate. (See Appendix J.) |
| 3. Parents will receive training in specific approaches to help their children develop reading and mathematics skills outside the classroom. | Discrepancy | 3. See observation described in 2. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

| PROCESSES | | |
|---|---|---|
| INTENDED | MONITORING | OBSERVED |
| 4. Parents will keep a log of times they used the skills and techniques taught to them through the FSMS instruction. | Discrepancy | 4. See observation described in 2. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

OUTCOMES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Parents who receive training in parent effectiveness skills will show a positive pre-post gain on the questionnaire based on the content of instruction. | Discrepancy | 1. Since training was discontinued it was not possible to measure this objective as stated. The project director was frequently in contact with parents either in person or by telephone, helping them work with their children wherever possible. |
| 2. Parents who receive training in specific approaches to help their children develop reading and math skills will show a positive pre-post gain on the questionnaire based on the content of instruction. | Discrepancy | 2. See observation described in 1. |
| 3. Logs kept by parents who receive instruction in specific behavioral approaches, will show that the parents are applying the techniques correctly. | Discrepancy | 3. See observation described in 1. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

OBSERVED INPUTS/OBSERVED PROCESSES

Although the trained instructor was available, materials were selected and an adequate place was ready for parent meetings to be held, the monthly meetings were canceled because attendance was so poor.

OBSERVED PROCESSES/OBSERVED OUTCOMES

By not attending meetings parents were unable to receive any formal training in parent effectiveness skills or specific approaches to helping their children academically. Thus, it was not possible to measure the outcomes as stated.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

## ANALYSES/CONCLUSIONS/IMPLICATIONS

Historically, it is difficult to reach the parents of children with long-term school failures. Although extreme efforts were made to involve the parents in training groups, the response was minimal. The project director and counselor had more success working with parents individually as crises or opportunities arose. That the program was successful in spite of the lack of parent participation implies that, although it maybe helpful in improving academic performance and reducing the dropout rate to have more parent training, it is not an essential part of the project.

## DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: D - Given textbooks and curriculum materials geared to their needs, students at St. Anthony High School who are reading and computing below grade level in September, 1979, will increase their reading and mathematics skills levels at least one year by March, 1980, as measured by the SRA achievement test.

INPUTS

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Textbooks geared to student needs | Discrepancy | 1. Textbooks were ordered but did not arrive. |
| 2. Curriculum materials geared to student needs | Agreement | 2. CBC guides, kits, and other materials were shared. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: D - Given textbooks and curriculum materials geared to their needs, students at St. Anthony High School who are reading and computing below grade level in September, 1979, will increase their reading and mathematics skills levels at least one year by March, 1980, as measured by the SRA achievement test.

PROCESSES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Students at St. Anthony High School will use the textbooks and curriculum materials provided by the FSMS program. | Discrepancy | 1. The students used the materials that were sent, but the textbooks did not arrive. |
| 2. Teachers at St. Anthony High School will be invited to attend workshops. | Agreement | 2. The teachers were notified and invited to attend all workshops that were held. |

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

**Goal:** To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

**Objective:** D - Given textbooks and curriculum materials geared to their needs, students at St. Anthony High School who are reading and computing below grade level in September, 1979, will increase their reading and mathematics skills levels at least one year by March, 1980, as measured by the SRA Achievement Test.

OUTCOMES

| INTENDED | MONITORING | OBSERVED |
|---|---|---|
| 1. Students at St. Anthony High School who used the FSMS books and materials will show a mean gain of at least one year pre- to post- in reading on the SRA Achievement Test. | * | 1. Since the books did not arrive, the provate school personnel did not feel they participated in the project to the extent that such an assessment would be valid. |
| 2. Students at St. Anthony High School who used the FSMS books and materials will show a mean gain of at least one year, pre- to post- in mathematics on the SRA Achievement Test. | * | 2. See observation described in item 1. |
| 3. Posttest percentile scores on the SRA will be higher than pre-test scores for students using the FSMS materials, as computed by converting to normal curve equivalents, finding the mean, and reconverting to a percentile. | * | 3. See observation described in item 1. |

* Unable to evaluate

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: D - Given textbooks and curriculum materials geared to their needs, students at St. Anthony High School who are reading and computing below grade level in September, 1979, will increase their reading and mathematics skills level at least one year by March, 1980, as measured by the SRA Achievement Test.

OBSERVED INPUTS/OBSERVED PROCESSES

Although other curriculum material was shared, the text books did not arrive. This interfered with the process of using the FSMS program with students at St. Anthony High School.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The personnel at the non-public high school felt that the program was not used in its entirety, and they did not want their students evaluated under those circumstances.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: D - Given textbooks and curriculum materials geared to their needs, students at St. Anthony High School who are reading and computing below grade level in September, 1979, will increase their reading and mathematics skills level at least one year by March, 1980, as measured by the SRA Achievement Test.

## ANALYSES/CONCLUSIONS/IMPLICATIONS

Without supporting data no conclusions can be drawn on this objective.

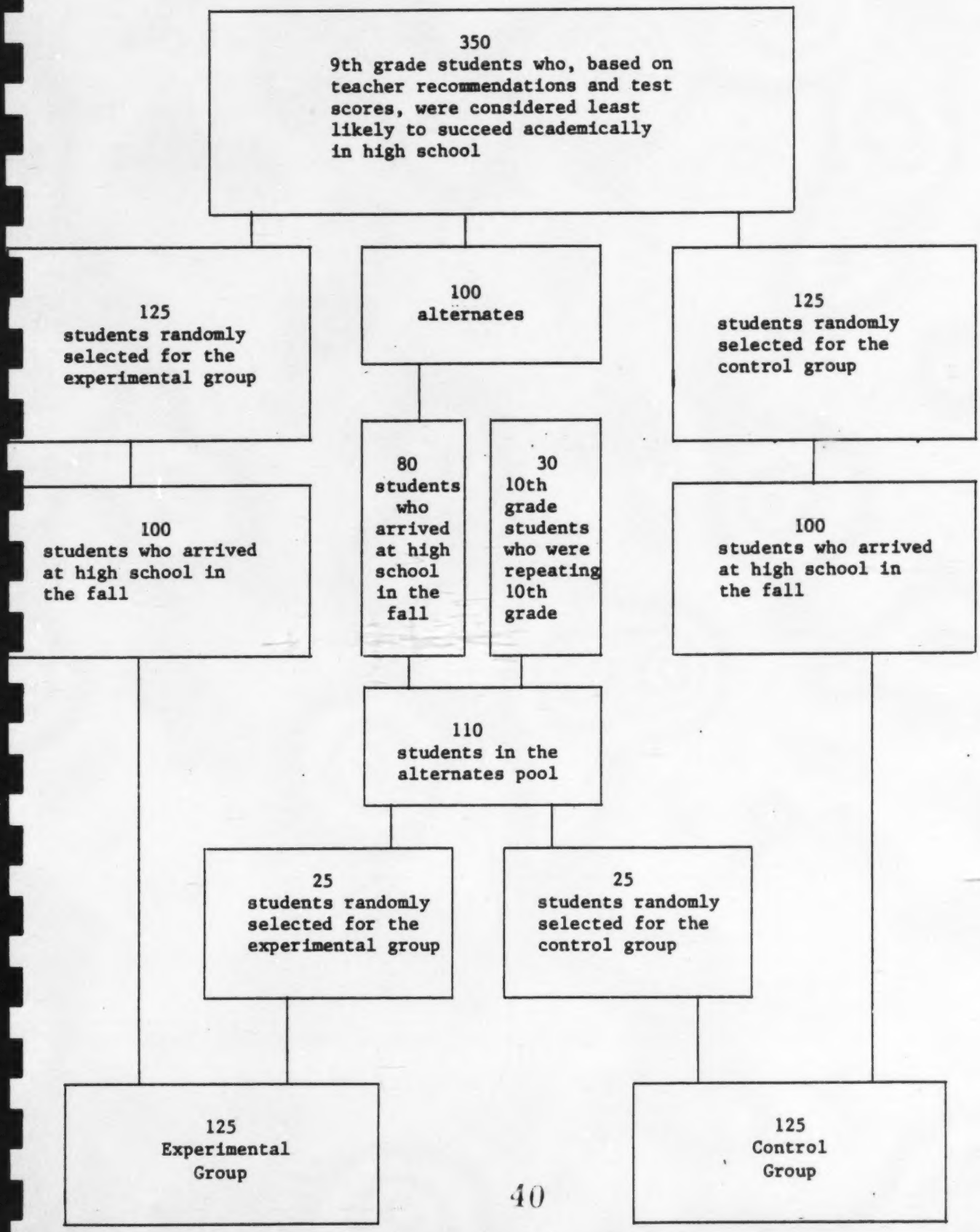
## DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

# APPENDIX A

## Selection Design

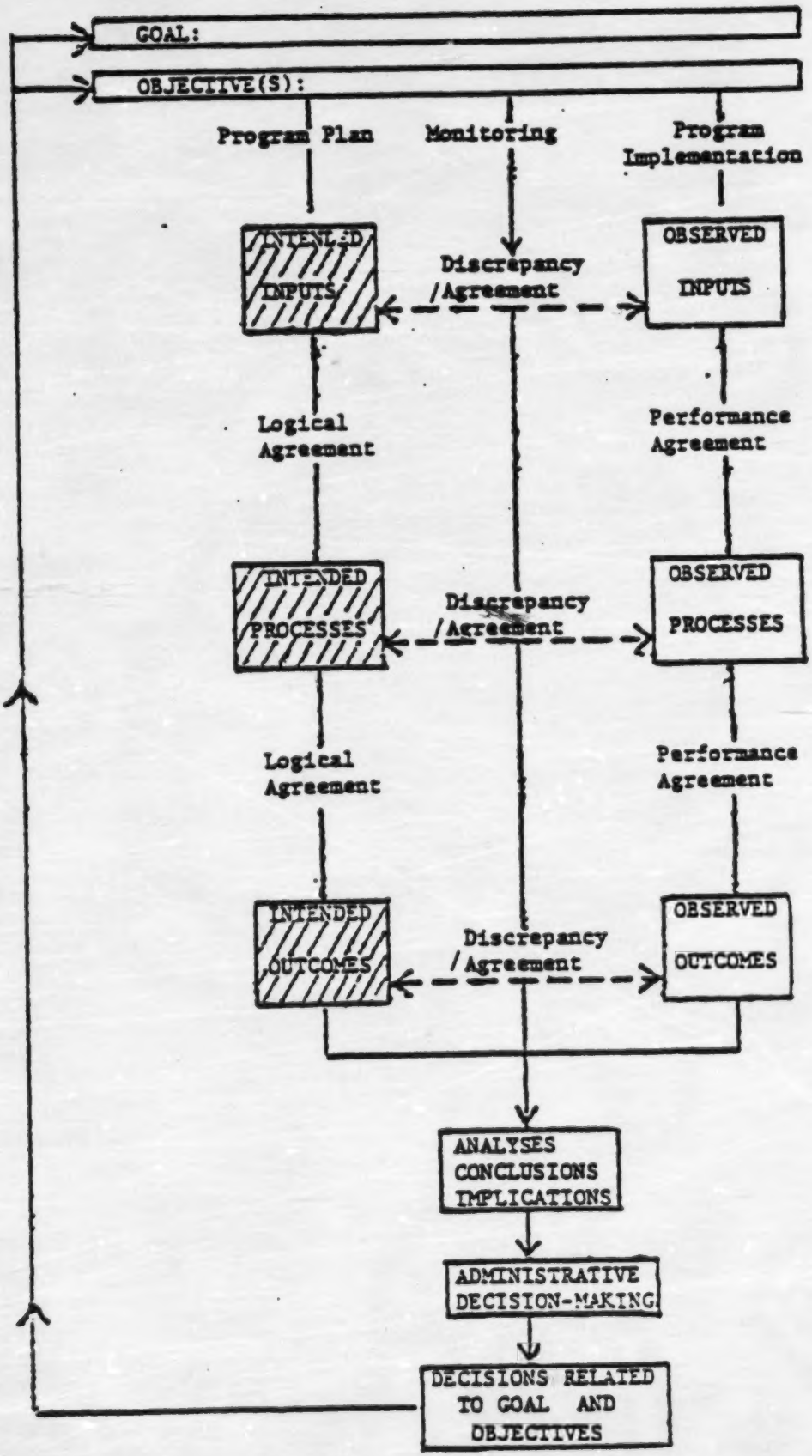
SELECTION PROCEDURE FOR FRESH START MINISCHOOL PROGRAM


350
9th grade students who, based on teacher recommendations and test scores, were considered least likely to succeed academically in high school
125
students randomly selected for the experimental group
100
alternates
125
students randomly selected for the control group
100
students who arrived at high school in the fall
80
students who arrived at high school in the fall
30
10th grade students who were repeating 10th grade
100
students who arrived at high school in the fall
110
students in the alternates pool
25
students randomly selected for the experimental group
25
students randomly selected for the control group
125
Experimental Group
125
Control Group

## APPENDIX B

## Evaluation Model Schematic

EVALUATION MODEL SCHEMATIC



## APPENDIX C

## Comparison of FSMS and Regular Program by Project Teachers

Comparison of FSMS and Regular Program
by Project Teachers

| | Fresh Start Minischool | | | | | | | | Regular Program | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Always | | Some-times | | Never | | No Response | | Always | | Some-times | | Never | | No Response | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 1. Students work at their own pace. | 3 | 75% | 1 | 25% | 0 | - | 0 | - | 0 | - | 3 | 75% | 0 | - | 1 | 25% |
| 2. Activities are concentrated and tailored to meet individual student needs. | 2 | 50% | 0 | - | 0 | - | 2 | 50% | 0 | - | 3 | 75% | 0 | - | 1 | 25% |
| 3. The grading system does not allow students to fail. | 4 | 100% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 3 | 75% | 1 | 25% |
| 4. Goals are displayed in the classroom. | 4 | 100% | 0 | - | 0 | - | 0 | - | 0 | - | 2 | 50% | 0 | - | 2 | 50% |
| 5. Stated objectives; | 3 | 75% | 0 | - | 0 | - | 1 | 25% | 0 | - | 2 | 50% | 0 | - | 2 | 50% |
| 6. Pre- and posttests of informal assessments; | 3 | 75% | 1 | 25% | 0 | - | 0 | - | 0 | - | 1 | 25% | 1 | 25% | 2 | 50% |
| 7.* Pre- and posttests of informal assessments; | | | | | | | | | | | | | | | | |
| 8. A record of specific skills mastered; | 2 | 50% | 2 | 50% | 0 | - | 0 | - | 0 | - | 1 | 25% | 1 | 25% | 2 | 50% |
| 9. A record of specific skills in the process of being mastered | 3 | 75% | 1 | 25% | 0 | - | 0 | - | 0 | - | 1 | 25% | 1 | 25% | 2 | 50% |
| 10. Teachers coordinate with each other to reinforce the same skills in students. | 1 | 25% | 3 | 75% | 0 | - | 0 | - | 0 | - | 2 | 50% | 1 | 25% | 1 | 25% |
| 11. High-interest, low-level curriculum material is used. | 3 | 75% | 1 | 25% | 0 | - | 0 | - | 1 | 25% | 2 | 50% | 0 | - | 1 | 25% |
| 12. Instructional programs follow CBC guidelines. | 4 | 100% | 0 | - | 0 | - | 0 | - | 2 | 50% | 1 | 25% | 0 | - | 1 | 25% |
| 13. Students have been taken on field trips. | 1 | 25% | 3 | 75% | 0 | - | 0 | - | 1 | 25% | 2 | 50% | 0 | - | 1 | 25% |
| 14. Students have worked on special projects based on individual interests. | 2 | 50% | 2 | 50% | 0 | - | 0 | - | 0 | - | 2 | 50% | 0 | - | 2 | 50% |

* A typographical error on the original form had this item repeating item 6.

APPENDIX D

CTBS Results for FSMS
Students Who Took Both
Pre- and Post-Tests

CTBS Results for FSMS Students
Who Took Both Pre- and Post-Tests

N=39

| Sub-Test | Pre-Test Fall, 1979 Form Q3 | | Post-Test Spring, 1980 Form R3 | | Pre/Post G.E. Gain |
|---|---|---|---|---|---|
| | Raw Score | Grade Equivalent | Raw Score | Grade Equivalent | |
| Reading Vocabulary | 18.15 | 6.0 | 18.38 | 6.2 | +.2 |
| Reading Comprehension | 20.18 | 5.1 | 22.51 | 5.3 | +.2 |
| Math Comprehension | 24.97 | 6.3 | 27.72 | 6.7 | +.4 |
| Math Concepts | 15.79 | 6.5 | 17.95 | 7.0 | +.5 |
| Math Application | 7.36 | 5.1 | 9.03 | 5.7 | +.6 |

Mean Gain = +.38

## APPENDIX E

CTBS Results for FSMS
and Control Group Students
Who Took the Post-Test in
the Spring, 1980

CTBS Form R3 Results for FSMS and Control Group Students
Who Took the Post-Test, Spring, 1980

| Sub-Test | FSMS N=43 | | Control N=12 | | t-test for Independent Samples |
|---|---|---|---|---|---|
| | Raw Score | Grade Equivalent | Raw Score | Grade Equivalent | |
| Reading Vocabulary | 18.63 | 6.3 | 13.50 | 4.8 | Not Sig. at .05 |
| Reading Comprehension | 22.44 | 5.3 | 19.17 | 4.6 | Not Sig. at .05 |
| Math Computation | 28.63 | 6.8 | 19.00 | 5.1 | Sig. at .01 |
| Math Concepts | 18.42 | 7.1 | 11.92 | 4.6 | Sig. at .01 |
| Math Application | 9.33 | 5.8 | 6.92 | 4.6 | Sig. at .05 |
| Study Skills (Reference Materials) | 12.42 | 6.2 | 9.75 | 5.1 | Sig. at .05 |
| Study Skills (Graphic Materials) | 12.00 | 5.9 | 8.58 | 4.5 | Sig. at .05 |

Significant

## APPENDIX F

Everyday Skills Test Results
for FSMS and Control Group
Students Who Took Both
Pre- and Post-Tests

## Everyday Skills Test

| Sub-Test | Fresh Start N=49 | | | | | Control Group N=40 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pre-Test 11/78 | | Post-Test 5/80 | | | Pre-Test 11/78 | | Post-Test 5/80 | | |
| | Raw Score | Grade Equiv. | Raw Score | Grade Equiv. | Pre/Post G.E. Gain | Raw Score | Grade Equiv. | Raw Score | Grade Equiv. | Pre/Post G.E. Gain |
| Reading Criterion Referenced | 7.449 | *No Norms | 9.245 | *No Norms | | 8.725 | No Norms | 9.975 | No Norms | |
| Reading Reference Materials | 10.592 | 5.44 | 12.000 | ** 6.00 | +.56 | 11.275 | 5.71 | 11.775 | ** 5.91 | +.20 |
| Reading Graphic Materials | 9.898 | 5.06 | 11.163 | ** 5.57 | +.51 | 10.350 | 5.24 | 11.275 | ** 5.61 | +.37 |
| Reading Study Skills | 20.367 | 5.17 | 23.347 | ** 5.87 | +.70 | 21.325 | 5.40 | 22.900 | ** 5.78 | +.38 |
| Mathematics Criterion Referenced | 2.510 | *No Norms | 2.918 | *No Norms | | 2.450 | No Norms | 3.675 | No Norms | |
| Mathematics Computation | 21.776 | 5.58 | 24.347 | ** 6.03 | +.45 | 21.775 | 5.58 | 22.900 | ** 5.78 | +.20 |
| | | | | | Mean =.56 | | | | | Mean =.29 |

*Criterion-Referenced Tests do not have national norms

**Differences between FSMS and Control are not significant at the .05 level

## APPENDIX G

Mean Pre-Test Scores on the E.S.T. of
Control Group Students Who Stayed
in School and Those Who Dropped Out

Everyday Skills Test
Pre-Test

| | Stay-Ins N=66 | | Dropouts N=18 | | Grade Equivalent Difference |
|---|---|---|---|---|---|
| | Raw Score | Grade Equivalent | Raw Score | Grade Equivalent | |
| Reading Criterion Referenced | 8.833 | No Norms | 6.611 | No Norms | |
| Reading Reference Materials | 11.894 | 5.96 | 10.000 | 5.20 | .76 |
| Reading Graphic Materials | 9.769 | 5.01 | 6.944 | 3.88 | 1.13* |
| Reading Study Skills | 20.970 | 5.29 | 14.667 | 4.03 | 1.26** |
| Mathematics Criterion Referenced | 2.681 | No Norms | 2.111 | No Norms | |
| Mathematics Computation | 21.182 | 5.52 | 18.444 | 5.04 | .48 |

*Significant at .05

** Significant at .001

## APPENDIX H

Students from FSMS and Control Groups Still at Ballou at the End of One and of Two Years

PROJECT STUDENTS AT BALLOU AT
END OF ONE YEAR - ORIGINALLY
125 IN EACH GROUP*

1978-1979

| | In School | | Not In School | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Fresh Start | 113 | 90.4% | 12 | 9.6% |
| Control | 94 | 75.2% | 31 | 24.8% |

*$X^2$ = 10.139, df 1, p. .01

PROJECT STUDENTS AT BALLOU AT
END OF TWO YEARS - ORIGINALLY
125 IN EACH GROUP*

1978-1980

| | In School | | Not In School | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Fresh Start | 106 | 84.8% | 19 | 15.2% |
| Control | 64 | 51.2% | 61 | 48.8% |

*$X^2$ = 32.426, df 1, p. .001

## APPENDIX I

**Self-Esteem of the Control Group Sample, Spring, 1979 and the FSMS Samples, Spring, 1979 and 1980, as Measured by the Self-Esteem Inventory**

SELF-ESTEEM OF THE CONTROL GROUP SAMPLE, SPRING 1979
AND THE FSMS SAMPLES, SPRING, 1979 AND 1980
AS MEASURED BY THE SELF-ESTEEM INVENTORY

| | Mean | S.D. | Number | t-score* | Significance |
|---|---|---|---|---|---|
| Standardization Sample | 34.1 | 4.05 | 162 | | |
| 10th Grade Control Group Sample | 34.3 | 3.73 | 29 | 1.043 | Not significant |
| 10th Grade FSMS Sample | 35.7 | 3.88 | 27 | 2.301 | Significant at .05 |
| 11th Grade FSMS Sample | 37.1 | 2.88 | 62 | 8.197 | Significant at .001 |

* t-test for the Difference Between a Sample Mean and a Population Mean

APPENDIX J

Report from Instructor of Parent Training
Class on Survey of Non-Attendance

Telephone Survey Following Parents' No-Show at
Three Parent Training Sessions

Parent 1. - no answer

Parent 2. - did not receive form, not available during week

Parent 3. - returned form, is interested

Parent 4. - did not receive form, not available, works and sits

Parent 5. - returned form, is interested and available

Parent 6. - received form, doesn't like going out at night

Parent 7. - did not receive form, not available now, cares for her mother

Parent 8. - not at home

Parent 9. - not at home

Parent 10. - not at home

Parent 11. - did not receive form, available after 6 PM

Parent 12. - not at home

Parent 13. - phone not in service

Parent 14. - not at home

Parent 15. - disconnected

Parent 16. - did not receive form, not available - works

Parent 17. - not in service

Parent 18. - did not receive form, evenings are okay

Parent 19. - did not receive form, not interested or available

Parent 20. - not able to come to phone

Parent 21. - too busy to come to phone

Parent 22. - wrong number

Parent 23. - number changed to a non-published number

Parent 24. - not at home

Parent 25. - no answer

Parent 26. - wrong number

Parent 27. - no answer

Parent 28. - not at home, daughter says mother is not interested

Parent 29. - wrong number

Parent 30. - received form, works at night

Parent 31. - no answer

Parent 32. - did not receive form - not interested - works

Parent 33. - did not receive form - he is now in night school

Parent 34. - did not receive form - busy with little ones, therefore not available now

Parent 35. - not at home